

Submission Time:

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2026-27 Primary and Elementary Reading Plan

District Name	Lexington/Richland 05
School Name	Lake Murray Elementary School
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Section A: Five Pillars of Reading Instruction

Describe how reading assessment and instruction for all students in the school includes oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension to aid in the comprehension of texts to meet grade-level English/Language Arts standards.

In grades K-5, we use i-Ready Inform™, which plays a significant role in supporting instruction and helping students at Lake Murray Elementary School meet South Carolina's grade-level standards. This assessment adapts to each student's performance, allowing our teachers to obtain a personalized learning profile that identifies areas where students excel and need additional support. i-Ready Inform measures skills in four ELA domains: phonological awareness, phonics, high-frequency words, and comprehension: literature, and comprehension: informational text. After taking i-Ready Inform, students use i-Ready's My Path and receive personalized instruction based on identified needs. Students spend 30-45 minutes on My Path weekly, and teachers use the Personalized Summary Reports to monitor progress and adjust instruction as needed. My Path provides accelerated instruction for students above grade level and ensures students who need additional support receive appropriate instruction in the area of need. Additional i-Ready® reports allow teachers to view Inform or My Path data at class or individual student levels. For example, the teacher can pull an Instructional Grouping Report based on specific English Language Arts (ELA) standards to create small group instruction with scaffolded content provided by i-Ready. My Path data updates instantly, and teachers use it to select content from i-Ready Standards Mastery to support instruction. Additionally, teachers, reading coaches, and interventionists utilize i-Ready's Literacy Tasks as additional data points to support students in specific areas of need, including but not limited to: letter naming fluency; letter sound fluency; passage reading fluency; rapid automation naming (RAN) letters; spelling and encoding; phonological awareness (PA) phoneme segmentation; PA fluency; PA manipulation; PA onset-rime; PA blending, etc. The i-Ready Literacy Tasks identify more specific areas of need than the larger i-Ready Inform domains and, if students need additional support in an area, i-Ready provides Progress Monitoring forms that will establish a grade-level goal and an aim line to help the student grow towards grade-level mastery. Data from i-Ready Inform, My Path, and Literacy Tasks informs instruction, enabling teachers to focus on comprehension strategies and text types that align with South Carolina's ELA standards. Furthermore, the i-Ready Inform Report and Literacy Profile Report for reading includes next steps and resources for instruction by placement domain, which teachers use to close reading gaps in Tier 2 instruction.

For first grade, additional i-Ready Literacy Tasks are administered to meet South Carolina's literacy screening requirements:

Fall: Word Recognition Fluency

Winter: Passage Reading Fluency

Spring: Passage Reading Fluency

At Lake Murray Elementary School, we use several district-wide assessments. Teachers assess all general education students in grades K-5 with the Savvas myView Literacy Unit Tests, which assess a wide range of reading and language skills aligned with grade-level English/Language Arts (ELA) standards. These assessments help teachers evaluate students' performance in key literacy components-oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension-and provide targeted instruction to ensure all students in the district develop the skills they need to meet grade-level expectations.

Oral Language

Assessment Focus: MyView Unit Tests assess oral language development by incorporating speaking and listening components that require students to engage in discussions, explain their thinking, and interpret spoken information.

Instructional Support: Teachers use the assessment data to evaluate students' ability to articulate ideas clearly and understand spoken text, supporting oral communication and comprehension. This focus on oral language development helps students better process and discuss the texts they read, an essential part of the ELA standards.

Phonological Awareness

Assessment Focus: For younger students, myView Unit Tests assess phonological awareness by evaluating their ability to recognize and manipulate sounds in words, such as identifying syllables, rhymes, and phonemes.

Instructional Support: Based on the assessment data, teachers can implement targeted activities, such as sound segmentation or blending exercises, to support students who struggle to recognize sounds. Strengthening phonological awareness is critical for early reading development and lays the foundation for phonics instruction. Teachers in grades K-1 use Heggerty for whole- and small-group instruction, which focuses explicitly on phonemic awareness.

Phonics

Assessment Focus: MyView Unit Tests assess phonics skills by evaluating students' understanding of letter-sound relationships, their ability to decode unfamiliar words, and their use of spelling patterns. We have added the LETRS K-2 Spelling Screener to the required district assessments for Grades 1-3. Teachers in grades K-2 use UFLI weekly tests to monitor student progress prior to the myView Unit test.

Instructional Support: Teachers use the results to differentiate phonics instruction, ensuring students master decoding and

spelling. This supports the development of accurate word recognition, an essential part of becoming a fluent reader and meeting grade-level expectations. Teachers in grades K-2 use the UFLI program for whole- and small-group instruction, which focuses specifically on phonics.

Fluency

Assessment Focus: Fluency is a key part of myView assessments, where we evaluate students' reading speed, accuracy, and expression. The assessment includes oral reading passages to assess the students' ability to read smoothly and with appropriate pacing.

Instructional Support: Teachers can use fluency assessment data to identify students who need additional practice in oral reading fluency. Interventions may include repeated reading exercises, guided oral reading, or modeling fluent reading, all aligned with district goals of improving overall reading proficiency.

Vocabulary

Assessment Focus: MyView Unit Tests include vocabulary assessments that measure students' understanding of academic vocabulary and their ability to use context clues to determine word meanings. These assessments cover a variety of vocabulary skills, including word usage, meanings, and morphology (roots, prefixes, and suffixes). The i-Ready Inform Report breaks down instructional areas by domain, including vocabulary. Teachers use i-Ready's next steps and vocabulary resources to ensure students receive targeted vocabulary instruction based on their needs. This granularity allows teachers to pinpoint areas where a student excels or struggles, guiding targeted interventions or enrichment.

Instructional Support: Based on vocabulary assessment results, teachers can tailor vocabulary instruction to the needs of individual students or groups. This may include direct instruction of new words, explicit teaching of word-learning strategies, or vocabulary games that deepen word knowledge and support overall text comprehension. i-Ready Inform Reports provide teachers with specific areas for improvement to guide instruction.

Comprehension

Assessment Focus: Comprehension is central to myView Unit Tests and i-Ready, which assess students' ability to understand and analyze literary and informational texts. These assessments provide specific data on mastery of comprehension skills, such as summarizing, making inferences, understanding main ideas, comparing and contrasting information, and drawing conclusions.

Instructional Support: Teachers use the comprehension data to provide targeted instruction in specific comprehension strategies. For students who struggle with understanding texts, interventions

may include teaching specific reading strategies (e.g., questioning, predicting, summarizing) or providing additional practice with complex texts. Teachers can differentiate comprehension instruction to ensure all students develop the critical thinking and text analysis skills needed to meet grade-level ELA standards. i-Ready allows teachers to group students by needs and provide instructional support and acceleration.

Alignment with Grade-Level ELA Standards

Standards-Based Assessments: myView Unit Tests and i-Ready assessments are carefully aligned with state ELA standards, ensuring that the assessments measure the specific skills and knowledge students will master at each grade level. The tests cover key literacy components in a balanced way, ensuring that we assess students on foundational reading skills and higher-level comprehension and critical thinking skills.

Instructional Planning: The assessment data from both tools help teachers plan lessons aligned with grade-level expectations. This supports teachers in providing differentiated instruction, interventions, and enrichment to help all students progress toward meeting or exceeding ELA standards

Section B: Foundational Literacy Skills

Document how Word Recognition assessment and instruction for PreK-5th grade students are further aligned to the science of reading, structured literacy and foundational literacy skills.

FastBridge, i-Ready, UFLI, Heggerty, and Savvas myView Literacy work together to align district instruction and assessment with the science of reading, structured literacy, and foundational literacy skills. FastBridge and i-Ready data-driven assessments allow precise, targeted instruction, while Savvas myView's curriculum, combined with Heggerty and UFLI explicit foundational instruction, emphasizes systematic, cumulative literacy instruction. Together, these assessments and curricula provide comprehensive support for all district students, ensuring that reading instruction is rooted in research-based best practices and focused on building the essential skills for literacy success.

Science of Reading Alignment

i-Ready My Path and Literacy Tasks

Research-Based Assessments: i-Ready assessments (Inform, Literacy Tasks Benchmarks, and Literacy Tasks Progress Monitoring), and personalized learning instructional tools (My Path) are designed to measure the core components of the science of reading. These assessments focus on phonological awareness, phonics, fluency, vocabulary, and comprehension-skills essential for students to become proficient readers. My Path is utilized for 15-30 minutes per week for all students in grades K-5. Literacy Tasks, Benchmarks, and Progress Monitoring are used as needed for students in grades K-5 who may need additional support in fluency, phonics, or phonemic awareness.

Phonological Awareness and Phonics: i-Ready assessments specifically address these foundational skills in grades K-5 by diagnosing students' abilities to manipulate sounds and decode words, aligning with the science of reading's emphasis on early literacy skills.

Literacy Tasks and Progress Monitoring: i-Ready Literacy Task assessments are provided as needed and help teachers monitor student growth in reading and ensure instructional practices are evidence-based. Teachers may adjust the frequency of progress monitoring and strategically use the data in classroom small group and individual instruction.

FastBridge

Research-Based Assessments: FastBridge assessments, including those used in FASTtrack Reading, are designed to measure the core components of the science of reading. These assessments focus on phonological awareness, phonics, fluency, vocabulary, and comprehension-skills essential for students to develop reading proficiency. This assessment is used exclusively for students identified for Tier 2 small groups with a Reading Interventionist.

Phonological Awareness and Phonics: FastBridge assessments specifically address these foundational skills in grades K-5 by

diagnosing students' abilities to manipulate sounds and decode words, aligning with the science of reading's emphasis on early literacy skills.

Progress Monitoring: Frequent assessments help teachers monitor student growth in reading and ensure instructional practices are evidence-based. This frequency allows teachers to adjust teaching strategies to align with how students naturally learn to read.

Savvas myView Literacy

Comprehensive Literacy Instruction: myView Literacy is built on the components identified by the science of reading, with a strong focus on foundational skills in the early grades. Instruction emphasizes phonemic awareness, phonics, and decoding skills to ensure students receive structured literacy instruction.

Systematic Phonics Instruction: Savvas myView includes systematic and explicit phonics instruction, a key component of the science of reading, to help students develop decoding skills and fluency. Lessons are sequenced to ensure that students gradually build their understanding of letter-sound relationships.

Integrated Vocabulary and Comprehension: MyView's reading instruction integrates vocabulary development and comprehension strategies, reflecting the science of reading's recognition that students need strong language skills to understand and analyze texts.

UFLI Foundations Toolbox

Rooted in the Science of Reading: Created by the University of Florida Literacy Institute, UFLI is built on the science of reading principles and provides explicit phonics and phonemic awareness for decoding and encoding for students in grades K-2. UFLI provides weekly assessments that require students to write, spell, and decode words.

Instructional Alignment: UFLI complements Savvas and gives teachers the opportunity to use content and instructional strategies learned in LETRS training and certification.

Multisensory Learning: UFLI incorporates multisensory activities, a key element of structured literacy, to engage students in learning phonological and phonics skills. This approach supports students, particularly those with dyslexia or other reading difficulties, by reinforcing learning through visual, auditory, and kinesthetic methods. Students use whiteboards, letter trays, and hand movements to practice foundational reading and writing skills.

Heggerty Phonemic Awareness for Kindergarten and Primary Phonemic Awareness

Rooted in the Science of Reading: Learning to read is a complex process that requires early exposure to letters, sounds, print concepts, and language experiences. Kindergarten and 1st grade use the Heggerty Phonemic Awareness programs to develop

students' early foundation skills in phonological awareness in alignment with SC ELA Standards ELA F.1.3, ELA F.1.4, ELA F.1.5, ELA F.1.6, and ELA F.1.7.

Instructional Alignment: Heggerty is aligned with UFLI Foundations and the South Carolina ELA standards, providing systematic, explicit, comprehensive phonemic awareness instruction that supports the foundational skills students need for phonics, decoding, and encoding. Heggerty also gives teachers the opportunity to use content and instructional strategies learned in LETRS training and certification.

Multisensory Learning: Heggerty incorporates multisensory activities, a key element of structured literacy, to engage students in learning phonological and phonics skills. Students learn through auditory and kinesthetic methods, using choral reading, call-and-response, and hand movements to practice foundational reading skills in segmenting and blending sounds.

Structured Literacy Approach

UFLI, Heggerty, and Savvas work together to contribute to a comprehensive literacy model aligned with structured literacy principles, addressing foundational reading and writing skills, language development, and reading comprehension. FastBridge supports this model through diagnostic assessment and progress monitoring that inform targeted instruction for Tier 2 intervention. i-Ready provides supplemental, individualized instruction and assessment.

i-Ready

Explicit and Systematic Assessments: i-Ready Literacy Tasks specifically address foundational literacy skills including phonological awareness, decoding, encoding, and fluency. i-Ready Inform Reports allow teachers to strategically group students for instruction in foundational skills and comprehension and use research-based, scaffolded strategies and content to support learners in achieving grade-level mastery of standards.

Instructional Alignment: Teachers use i-Ready assessments and reports (Inform, My Path, Literacy Tasks) to provide targeted instruction in areas of need and enrichment in areas of strength for foundational skills, language acquisition, and comprehension.

Assessment-Informed Instruction and Progress Monitoring: i-Ready helps teachers identify specific skill needs, monitor student growth, and adjust small-group and individualized instruction based on students' response to instruction.

FastBridge

Explicit and Systematic Assessments: FastBridge reading assessments provide a clear, systematic framework for evaluating students' progress in foundational literacy skills. The data-driven approach ensures teachers can give structured interventions

based on specific skill gaps, a hallmark of structured literacy. This assessment is used exclusively for students identified for Tier 2 small groups with a Reading Interventionist.

Instructional Alignment: Based on FastBridge assessment results, teachers can implement structured literacy interventions targeting skills like phonemic awareness, phonics, and fluency. The assessments provide precise information on where students need explicit instruction, ensuring instruction is cumulative and based on individual needs.

Savvas myView Literacy

Systematic Skill Development: Savvas myView follows a structured literacy approach by systematically teaching reading skills in a logical sequence. It begins with phonemic awareness and phonics in the early grades and builds toward fluency and comprehension. The cumulative curriculum builds on previously taught concepts before moving on to more complex skills.

Multisensory Learning: MyView incorporates multisensory activities, a key element of structured literacy, to help students learn phonological and phonics skills. This approach supports students, particularly those with dyslexia or other reading difficulties, by reinforcing learning through visual, auditory, and kinesthetic methods.

UFLI Foundations Toolbox

Explicit and Systematic: UFLI provides a comprehensive scope and sequence of content that includes direct instruction in phonemic awareness, grapheme-phoneme relationships, decoding, encoding, irregular words, and connected text. Weekly UFLI assessments allow teachers to review student progress and plan next instructional steps in whole-group and small-group instruction.

Explicit Instruction: UFLI follows a consistent lesson routine that includes cumulative review, direct introduction of new concepts, guided practice, and application through decoding, encoding, and connected texts.

Multisensory Learning: UFLI incorporates multisensory activities, a key element of structured literacy, to help students learn phonological and phonics skills. This approach supports students, particularly those with dyslexia or other reading difficulties, by reinforcing learning through visual, auditory, and kinesthetic methods. Students use whiteboards, letter trays, and hand movements to practice foundational reading and writing skills.

Heggerty Phonemic Awareness for Kindergarten and Primary Phonemic Awareness

Explicit and Systematic: In addition to UFLI, Heggerty is utilized in Kindergarten and First Grade for explicit oral language instruction and phonemic awareness instruction.

Instructional Alignment: Heggerty is aligned with UFLI Foundations and the South Carolina ELA standards, providing systematic, explicit, comprehensive phonemic awareness instruction that supports the foundational skills students need for phonics, decoding, and encoding. Heggerty also gives teachers the opportunity to use content and instructional strategies learned in LETRS training and certification.

Multisensory Learning: Heggerty incorporates multisensory activities, a key element of structured literacy, to engage students in learning phonological and phonics skills. Students learn through auditory and kinesthetic methods, using choral reading, call-and-response, and hand movements to practice foundational reading skills in segmenting and blending sounds.

Foundational Literacy Skills

i-Ready

Foundational Literacy Assessment and Instruction: i-Ready supports foundational literacy development through i-Ready Inform, Literacy Tasks, and My Path. Literacy Tasks assess specific foundational reading skills, including phonological and phonemic awareness, letter-sound knowledge, decoding, encoding, word recognition, and fluency. i-Ready Inform identifies student strengths and areas for growth across foundational skills, vocabulary, and comprehension. My Path provides personalized instruction in foundational skills based on individual student needs.

Targeted Instruction and Differentiation: Teachers use i-Ready data to identify each student's specific skill needs, strategically group students, and provide targeted small-group and individualized instruction. My Path supplements teacher-directed instruction in Savvas with individualized lessons in areas such as phonological awareness, phonics, vocabulary, and comprehension.

Benchmarking and Progress Monitoring: i-Ready Literacy Tasks provide benchmark and progress-monitoring measures that allow teachers to monitor development in foundational reading skills and reading comprehension in both Literary and informational texts and support teachers in adjusting instruction or intervention based on student response and growth over time.

FastBridge

Foundational Literacy Assessments: FastBridge suite of assessments-particularly those in FASTtrack Reading-are designed to measure foundational literacy skills from kindergarten through elementary grades. The assessments target phonological awareness, phonics, and fluency, critical for early reading success. This assessment is used for students identified for Tier 2 small groups with a Reading Interventionist.

Intervention and Differentiation: FastBridge assessment data

helps teachers identify students at risk for reading difficulties and provides diagnostic information to guide interventions targeting foundational skills. This ensures instruction focuses on building a solid literacy foundation for all students.

Savvas myView Literacy

Emphasis on Foundational Skills: MyView Literacy's curriculum heavily emphasizes foundational literacy skills, particularly in the primary grades. Students receive instruction in phonemic awareness, phonics, and word recognition skills, all aligned with the foundational literacy model supported by the science of reading.

Phonics and Word Study: The program includes systematic word study activities, focusing on letter-sound relationships, blending, and decoding skills. This phonics focus is critical for developing fluent readers and is key to meeting grade-level reading standards.

Comprehensive Reading Instruction: Vocabulary and comprehension instruction are integrated into foundational skills lessons, helping students apply their decoding skills to understanding and interpreting text. This holistic approach ensures that as students master foundational skills, they develop the higher-order thinking necessary for grade-level reading comprehension.

UFLI Foundations Toolbox

Explicit and Systematic: UFLI provides a comprehensive scope and sequence of content that includes direct instruction in phonemic awareness, grapheme-phoneme relationships, decoding, encoding, irregular words, and connected text. Weekly UFLI assessments allow teachers to review student progress and plan next instructional steps in whole-group and small-group instruction.

Explicit Instruction: UFLI

Multisensory Learning: UFLI incorporates multisensory activities, a key element of structured literacy, to engage students in learning phonological and phonics skills. This approach supports students, particularly those with dyslexia or other reading difficulties, by reinforcing learning through visual, auditory, and kinesthetic methods. Students use whiteboards, letter trays, and hand movements to practice foundational reading skills in reading and writing.

Heggerty Phonemic Awareness for Kindergarten and Primary Phonemic Awareness

Explicit and Systematic: In addition to UFLI, Heggerty is utilized in Kindergarten and First Grade for explicit oral language instruction and phonemic awareness instruction.

Instructional Alignment: Heggerty is aligned with UFLI

Foundations and the South Carolina ELA standards, providing systematic, explicit, comprehensive phonemic awareness instruction that supports the foundational skills students need for phonics, decoding, and encoding. Heggerty also gives teachers the opportunity to use content and instructional strategies learned in LETRS training and certification.

Multisensory Learning: Heggerty incorporates multisensory activities, a key element of structured literacy, to engage students in learning phonological and phonics skills. Students learn through auditory and kinesthetic methods, using choral reading, call-and-response, and hand movements to practice foundational reading skills in segmenting and blending sounds.

Document how the school uses universal screener data and diagnostic assessment data to determine targeted pathways of intervention (word recognition or language comprehension) for students in PreK-5th grade who have failed to demonstrate grade-level reading proficiency.

Students previously in intervention or identified through other data, such as i-Ready, are also screened to gather additional information and determine an instructional pathway. FASTtrack Reading simplifies and streamlines reading assessments for teachers and provides easy access to the most appropriate screening tools for each grade level. All 1st-5th grade students are assessed three times per year with i-Ready. Additionally, kindergarten through fifth grade students are assessed via Savvas© myView Unit Assessments. These interim assessments provide additional diagnostic data.

Intervention Screening Assessments

Grade-Level Specificity: FASTtrack© Reading includes pre-selected assessments tailored to each grade level.

FastBridge© has identified the assessments that best predict future reading performance and provide meaningful data for instructional decision-making.

Universal Screening: These assessments are designed to be used three times a year (fall, winter, and spring), making them part of a universal screening process to monitor students' progress over time. This ensures teachers can detect potential reading difficulties early and adjust instruction as needed. The screeners include phonological awareness, phonics, oral reading fluency, vocabulary, and comprehension.

Screening to Intervention Report for Reading (s2i-R): After students complete the assessments, the Screening to Intervention Report for Reading (s2i-R) provides an actionable summary of the results. This report includes several critical features:

Performance Overview: Teachers can quickly view students' performance on specific and general reading assessments. The s2i-R helps identify students who are performing at or above grade level and those who may be at risk for reading difficulties.

Instructional Recommendations: The report provides data but also recommends instructional plans. The assessment data suggests specific interventions or instructional strategies tailored to each student's needs, including small-group or targeted interventions.

Tiered Intervention Support: The s2i-R links performance to the Multi-Tiered System of Support (MTSS) framework, showing which students require Tier 1, Tier 2, or Tier 3 interventions.

Diagnostic Assessment for Intervention: The report also recommends progress monitoring. After implementing interventions, teachers can use follow-up assessments and FastBridge© progress monitoring features to track student improvement.

In addition to FastBridge©, the district-adopted elementary English Language Arts textbook includes assessment and instruction. The Savvas© myFocus Intervention is primarily used in Tier 1. The intervention component supports students who

struggle with reading by providing targeted, data-driven instruction and interventions.

Universal Screening and Diagnosis: Savvas© myFocus includes assessments that teachers can administer to screen all students, typically multiple times a year (fall, winter, spring), similar to FASTtrack Reading. These assessments help identify students who are not meeting grade-level reading expectations, with ELA standards/indicator specificity. Beyond basic screening, Savvas© myFocus offers diagnostic tools to pinpoint specific reading skill deficits. The platform assesses all five key areas. (PA, Phonics, Fluency, Vocabulary, and Comprehension).

Intervention for Struggling Readers: We provide targeted intervention plans for students who do not demonstrate grade-level proficiency. Savvas© myFocus provides intervention plans tailored to the specific skills that need improvement. The program uses diagnostic data to ensure that students receive the appropriate level of support, whether they need additional practice in phonics, fluency, or comprehension. The interventions also include scaffolded instruction that helps students build confidence and master reading skills. Teachers can gradually increase task complexity as students improve.

Progress Monitoring: Teachers can regularly assess students' progress using built-in progress monitoring tools. Savvas© myFocus tracks student performance on specific reading skills over time, allowing teachers to evaluate intervention effectiveness and adjust instruction as needed. The program includes dashboards and reports that let teachers quickly view student progress at the individual and group levels. This data helps ensure that students are making adequate progress and receiving the right level of support.

The i-Ready Inform Results Report is a vital tool that helps teachers monitor students' progress and plan instruction. It provides detailed, data-driven insights into each student's academic growth and performance relative to their peers and grade-level expectations. The reports provide the following information: Individualized Growth Data, Instructional Levels, including scale scores linked to learning statements; Growth Projections and Goals, which are nationally normed and aligned to SC READY; Diagnostic Information, including strengths and weaknesses, and subgroup analysis such as English language learners, students with disabilities, and other demographic groups.

Based on i-Ready Growth data, teachers can create flexible grouping strategies for small group instruction, tailoring lessons

to the needs of students at similar instructional levels. The report aligns students' performance data with state standards, including South Carolina's ELA standards. Teachers can use this alignment to ensure their instruction targets the standards and skills required for grade-level mastery.

Additional School-Specific Details

The following outlines how our school utilizes universal screener and diagnostic assessment data to determine targeted intervention pathways-focusing on word recognition or language comprehension-for K-5th grade students who are not demonstrating grade-level reading proficiency.

1. Universal Screeners are administered three times a year: Kindergarten-5th Grade: i-Ready is the Universal Screener. Students scoring at or below the 25th percentile or reading at a text level six months below typical development are further screened using Fastbridge to pinpoint specific needs in phonemic awareness, phonics, fluency, and/or general reading. Teacher feedback remains essential to the process.

After teachers administer the Universal Screeners, they share assessment data (such as text level, word lists, letter/sound ID, Conventions of Print, and Savvas© myView Literacy assessments) and anecdotal records to inform intervention selection. Additionally, the reading coach and reading interventionists administer text-level assessments and other PA & Phonics diagnostic assessments (as needed) to gather additional information to inform selection for T2 or T3 services and to establish a baseline for progress monitoring. Students not served in T2 or T3 are placed on a watch list to monitor progress and collaborate with classroom teachers to provide differentiated small-group instruction. Students are grouped by the recommended FB plan to target the most pressing instructional need. Staff monitors student data regularly, and students can move up and down the tiers of support as they make progress or require more intensive support.

2. Tracking and Communication

Literacy Profiles

Reading levels for K-5th grade students are documented in each student's Literacy Profile folder, and text reading-level data is entered into a school-based Google Form each Report Card Quarter.

LETRS Spelling Screener

Independent Writing Sample

Savvas© myView Literacy Unit Tests- After each Savvas Unit ~ administer the Unit Test and use the results to make informed decisions about intervention and acceleration.

The MTSS school team

An elementary MTSS (Multi-Tiered System of Supports) school team process involves several key components designed to support students' academic, behavioral, and social-emotional needs. Here's an overview of how this process generally unfolds:

1. Team Formation

Composition: The MTSS team includes

The MTSS team consists of individuals from different areas within the school to ensure a holistic approach to student support:

Administrator: Facilitates the meeting

School Psychologist: Shares the status of evaluations

Special Education Teachers: Bring expertise in individualized instruction and support students with disabilities; provide support for students with behavioral and academic interventions prior to assessment.

General Education Teachers: Represent student needs by offering insights into academic challenges as needed.

Reading Coach/Reading Interventionists: Bring expertise in reading skills to the team. Facilitate and support the school with interventions for students who struggle with reading.

Instructional Coach: Brings expertise in math and technology skills to the team. Facilitates and supports the school with interventions for students who struggle in math.

Parents/Guardians: Participate in decision-making when interventions are applied to their child, as needed, during the Student Assessment Team Meeting.

School Counselor/Mental Health Counselor/Social Worker:

Focuses on the social-emotional and behavioral needs of students

Roles: Each member has specific responsibilities, such as data analysis, intervention implementation, and communication with teachers and families. The team reviews data bi-weekly and assigns a case manager to each student for whom the teacher/parent/staff member documents a concern.

2. Data Collection and Analysis: (Form Stack for teachers to complete to share concerns and ask for support at any point)

MTSS Form: The MTSS team at LMES relies heavily on data to guide decisions. We collect data from a variety of sources, including standardized test scores, formative assessments, behavior logs, attendance records, and teacher observations. Our team meets bi-weekly to analyze this data and discuss which students need additional support. We use progress monitoring tools to track intervention effectiveness and make necessary adjustments. Teachers complete a form about concerns related to attendance, academics, behavior, family, or speech and language/OT. The team meets to review documented concerns

and assign a case manager to review concerns and documentation of interventions already tried. The case manager then supports the teacher with Tier One interventions. If Tier One interventions are showing as unsuccessful, the team will offer Tier Two interventions.

Screening: Universal screenings (such as reading and math assessments) are conducted to identify students who may need additional support. Attendance Plans, Behavior Plans, Speech-Language Observations.

Ongoing Monitoring: Teachers collect data on student performance and behavior to track progress over time. We collect data from multiple sources, including standardized test scores, formative assessments, behavior logs, attendance records, and teacher observations. Our team meets bi-weekly to analyze this data and discuss which students need additional support. When the team identifies a student as needing additional support, it discusses the student's strengths, challenges, and potential interventions. By brainstorming collaboratively, the team can develop comprehensive support plans tailored to each student's unique needs. Parents are invited to participate in this process at the Student Assistance Team meeting to provide input and ensure alignment with support at home.

3. Identifying Needs

Review Meetings: The team meets regularly to discuss data and identify students who may be at risk or struggling. The team shares strengths and weaknesses from the data and works with the teacher.

Strengths and Needs: The team analyzes the data to understand each student's strengths, areas for improvement, and potential barriers to learning.

4. Tiered Interventions

Tier 1 (Universal Supports): All students receive high-quality instruction and behavioral support in the general classroom.

Tier 2 (Targeted Supports): Students identified as needing additional help receive more focused interventions, often in small groups. These interventions are usually short-term and data-driven.

Tier 3 (Intensive Supports): For students who do not respond to Tier 2 interventions, the team provides more intensive, individualized support. This may involve specialized programs or services.

5. Implementation of Interventions

Action Steps: The team monitors the progress towards meeting end-of-service goals for students in Tier 2 and Tier 3.

Interventionists create detailed goals, strategies, and methods for

instruction and progress monitoring.

Reading Interventionists: Students in T2 and T3 receive 30 minutes of additional reading services (Book Club) five days a week with a reading interventionist. Students are grouped by need. Interventionists use the recommended Fastbridge plan to target instructional needs. Additional diagnostic assessments help create each student's plan.

Collaboration: Teachers and specialists work together to implement the interventions, ensuring consistency and fidelity to the plan.

6. Progress Monitoring

Regular Check-Ins: The team continuously monitors student progress through assessments and observations to determine intervention effectiveness. The team enters T2 & T3 intervention plans and progress monitoring into Enrich and reviews them as needed. Students in T2 are assessed every two weeks to monitor progress, whereas students in T3 are monitored weekly. As students meet goals, the team creates new goals to target instruction until students have made enough progress to move down the tiers and no longer need additional reading instruction.

Adjustments: Based on progress data, the team may adjust interventions, increase support, or consider new strategies.

7. Communication with Stakeholders

Parent Involvement: Regular communication with parents is essential. The team shares progress updates and collaborates with families to support student learning at home.

Professional Development: The team may provide training and resources to help teachers build skills in implementing effective interventions.

8. Review and Reflection

End-of-Year Review: At the end of each academic year, the team reviews data and outcomes to evaluate the overall effectiveness of the MTSS process and make improvements for the following year.

This collaborative, data-driven approach ensures all students receive the appropriate level of support to succeed in their learning environment.

Section D: Supporting Literacy at Home

Describe the system in place to help parents in your school understand how they can support the student as a reader and writer at home.

All grade levels offer a curriculum night at the beginning of the year and share ideas for how parents can support their child(ren) as a reader and writer at home; teachers conference with parents, provide information in newsletters, and provide short video links to help parents learn more about how to support their child(ren) with reading and writing strategies and skills.

Teachers share i-Ready Family Reports with parents to provide insight into their child's progress. The data allows parents to understand their

child's academic strengths, areas for improvement, and growth compared to national averages. This fosters a collaborative relationship

between teachers and parents in supporting student learning.

- The Savvas© myFocus Intervention platform provides easy-to-understand reports that teachers can share with parents, helping foster a partnership between school and home to support student reading progress.

- Parent Curriculum Nights are held at each elementary school to provide parents with necessary information regarding Act 114, district

curriculum, and parent support for children.

- Parents receive Interim Reports and Report Cards with additional information about student progress. In grades K-5, parents receive the

success criteria for each subject area and learning target.

Teachers communicate through weekly newsletters, which provide parents with

information about the current focus of teaching and learning.

- When indicated, teachers notify parents of student needs and ways parents can support the child.

Section E: Progress Monitoring

Document how the school provides for progress monitoring of reading achievement and growth at the school level with decisions about intervention based on all available data to ensure grade-level proficiency in reading.

- Lake Murray Elementary School has a system of continuous monitoring to assess the effectiveness of the training and the implementation of the SOR strategies in classrooms. Teachers will receive feedback through classroom observations, and assessment data will be used to adjust instruction and provide support as needed. Additionally, the district ELA Coordinator will continue to support school administrators and coaches in using SOR strategies, the district curriculum, and intervention. The Director of Elementary Education meets with each school leadership team three times per year to discuss data and improvement strategies.
- Teachers also have access to ongoing resources, such as professional learning communities (PLCs) and workshops, to stay updated on best practices in reading instruction and further deepen their understanding of foundational literacy skills.
- Teachers maintain text reading level records in the Literacy Profile folder and enter text reading level data into a school-based Google form each Report Card Quarter.
- The District ELA Coordinator requires schools to maintain an Intervention Student Sheet to track needs, services, and progress.

Section F: Teacher Training

Explain how the school will provide teacher training based in the science of reading, structured literacy, and foundational literacy skills to support reading achievement for all students.

Teacher Training in the Science of Reading, Structured Literacy, and Foundational Literacy Skills

Overview

To ensure that all students in K-5th grade receive effective literacy instruction, our school implements comprehensive teacher training grounded in the science of reading, structured literacy, and foundational literacy skills. This program ensures that teachers, reading coaches, and administrators are well equipped to implement evidence-based reading instruction. Currently, Kindergarten through third grade teachers, administrators, and reading interventionists have completed LETRS (Language Essentials for Teachers of Reading and Spelling) training program. 4th and 5th grade teachers, the instructional coach, the multilingual teacher, and one multi-categorical special education teacher are participating in Year 2 of the LETRS training program. One administrator and one multi-categorical special education teacher are participating in Year 1 of the LETRS training program.

1. LETRS Training Program

Comprehensive Curriculum: LETRS provides an evidence-based framework that equips educators with the knowledge and skills necessary to teach reading effectively. The program covers essential topics, including phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Focus on Structured Literacy: The training emphasizes structured literacy, ensuring teachers understand how to implement systematic, explicit instruction tailored to diverse student needs.

2. Coaching and Support

On-Site Coaching: The reading coach provides on-site coaching to support teachers as they implement strategies from the LETRS training. This personalized support helps teachers apply what they've learned in their classrooms.

Collaborative Planning Sessions: Teachers have opportunities to collaborate with peers and coaches during planning sessions, where they can share experiences, discuss challenges, and refine their instructional practices based on the science of reading principles.

Training on Savvas© myView Literacy Curriculum: Hands-On Implementation Training- Teachers are trained in using the curriculum's resources to deliver effective instruction in phonological awareness, phonics, fluency, vocabulary, and comprehension, ensuring that all foundational literacy skills are addressed in alignment with state standards. The reading coach supports new ELA teachers.

Ongoing Professional Development for Coaches: Reading and instructional coaches will receive additional, specialized training

to further support teachers in implementing the new Savvas© myView Literacy textbook and curriculum. This ensures coaches are fully prepared to help teachers integrate structured literacy strategies into daily instruction. Coaches will also play a key role in providing ongoing professional development and support throughout the year, helping teachers troubleshoot challenges, refine their instructional practices, and implement interventions for struggling readers based on assessment data.

3. Ongoing Assessment and Feedback

Data-Driven Instruction: Teachers are trained to use assessment data effectively to inform instruction. The focus is on analyzing student performance to tailor interventions and instructional approaches to students' specific needs.

Feedback: Continuous feedback is integrated into the training process, allowing teachers to reflect on their practices, receive constructive criticism, and adjust their strategies to improve student outcomes.

Collaboration and Implementation Support through PLCs: Through professional learning communities, peer discussions, and coaching, teachers will have opportunities to share insights from their LETRS© training and myView Literacy implementation, learn from one another's experiences, and refine their instructional practices.

Structured Literacy Focus: Teachers will collaborate on applying structured literacy techniques to ensure that reading instruction is explicit, systematic, and aligned with research-based best practices. Coaches will lead these collaborative sessions to reinforce teachers' understanding and application of these strategies.

4. Resource Availability

Access to Materials: Teachers receive a variety of instructional materials and resources aligned with the LETRS framework (Savvas© myView Literacy). This includes texts, manipulatives, and technology that support structured literacy instruction.

Online Learning Modules: In addition to in-person training, teachers have access to online learning modules that allow for flexible, self-paced learning on literacy topics covered in the LETRS curriculum.

School and district administrators are also part of the LETRS© training process. This ensures they understand the science of reading, so they can support teachers, monitor implementation, and make informed decisions about reading instruction and intervention at the school and district levels.

Administrators will work closely with reading and instructional coaches to provide strategic leadership and ensure all instructional practices align with the science of reading.

Conclusion

By providing comprehensive training through Lexia LETRS® certification, structured coaching support, and multiple opportunities for professional development on the Savvas® myView Literacy curriculum, the district ensures all K-5th grade teachers, coaches, and administrators are well prepared to implement science of reading strategies. The LETRS PD supports teachers in implementing Savvas® myView Literacy and these strategies in their instruction. With ongoing professional development, coaching support, and access to resources, our school is committed to strengthening teachers' skills in delivering effective reading instruction. This comprehensive approach ensures that all students acquire the foundational literacy skills necessary for success. This approach will foster a strong foundation in reading for all students, ensuring they meet or exceed grade-level expectations in English Language Arts.

Section G: District Analysis of Data

Strengths

Collaboration between the reading coach and teachers regarding student needs in reading and writing is evident.

Grade-level professional learning communities (PLCs) have dedicated time to review data and student growth to inform instruction.

MTSS meets bi-weekly to review data, progress, and student needs.

Our two certified reading interventionists serve 71 students in reading intervention.

SC Ready ELA Meet and Exceed for 3rd grade students was 12.9% above the district average and 21.3% above the state average.

SC Ready ELA Meet and Exceed for 4th grade students was 7.8% above the district average and 15% above the state average.

100% school-wide implementation of LETRS Training for all K-5th Grade Teachers, Reading Interventionists, Resource Teachers, Multi-Categorical Special Education Teachers, Reading Coach, Administrators, Instructional Coach, and ML Teacher.

Student Progress for all students is 9.5% higher than the district and 10.5% higher than the state for 2025-2026.

Possibilities for Growth

Reading Informational Text was the lowest component of the SC Ready results for 3rd grade.

Reading Literary Text was the lowest component of the SC Ready results for 4th grade.

Student Progress for the Lowest 20% of Students is 2.5% lower than the district and 3% lower than the state for 2025-2026.

Description Area	*Note: The questions below are included to gauge school-level LETRS implementation. Teachers for state-funded LETRS training include: K-3 Classroom Teachers, 4-5 Classroom Teachers, Reading Coaches, Reading Interventionists, K-5 Special Education Teachers, Middle Level Special Education Teachers, School Administrators, Multi-lingual Teachers, PreK CERDEP Teachers, PreK CERDEP Teaching Assistants
How many eligible teachers in your school have completed Volume 1 ONLY of LETRS?	12
How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?	34
How many eligible teachers in your school are beginning Volume 1 of LETRS this year?	2
How many eligible teachers in your school are beginning Volume 2 of LETRS this year?	12
How many CERDEP PreK teachers in your school have completed EC LETRS?	0
How many CERDEP PreK teachers in your school are beginning EC LETRS this year?	0

Section H: Previous School Year SMART Goals and Progress Toward those Goals

Previous Goal #1	Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025 as determined by the SC Ready ELA Assessment, from 78.1% to 80% in the spring of 2026.
Goal #1 Progress	Goal #1 has been met, as 85.5% of third graders scored Meets and Exceeds on the SC Ready ELA Assessment in the spring of 2026.
Previous Goal #2	Reduce the percentage of Kindergarten students in the Flat Growth category on FastBridge from 20% in the spring of 2025 to 6% in the spring of 2026.

Goal #2 Progress	Goal #2 has not been met, as the percentage of Kindergarten students in the Flat Growth category on FastBridge dropped from 20% in 2025 to 15% in the spring of 2026.
Previous Goal #3	From fall to spring, students in grades 2-4 will continue to have a Median Student Growth Percentile of 58% or above on MAP Growth Reading through 2027.
Goal #3 Progress	Goal #3 has been met, as students in grades 2-4 had a Median Student Growth Percentile from fall to spring of 69% on MAP Growth Reading.

Section I: Current Year SMART Goals and Action Steps Based on Analysis of Data

Description Area	For all schools serving third grade students, goal #1 MUST read: Third Grade Goal: Increase the percentage of third graders scoring Meets and Exceeds in the spring of [previous school year] as determined by SC READY from __% to __% in the spring of [current school year].
Current Goal #1	Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2026 as determined by SC READY from 85.5% to 87% in the spring of 2027.
Goal #1 Action Steps	-We will continue the implementation of the MTSS framework for D5. -Professional Learning Communities (PLCs) are centered around common needs indicated by i-Ready analysis. -Targeted interventions are provided by the classroom teacher and supplemented by RTI and Special Education to promote individual student growth. -Teachers will utilize i-Ready My Path to differentiate during WIN time.
Current Goal #2	Increase the number of students in grades K-5 who score at or above grade level on i-Ready Inform from 42% in the fall to 70% in the spring of 2027.
Goal #2 Action Steps	-We will continue the implementation of the MTSS framework for D5. -Professional Learning Communities (PLCs) are centered around common needs indicated by i-Ready analysis. -Targeted interventions are provided by the classroom teacher and supplemented by RTI and Special Education to promote individual student growth. -Teachers will utilize i-Ready My Path to differentiate during WIN time.

Current Goal #3

Target the Reading Literary Text domain with 5th grade students to improve SC Ready Scores in this domain in the spring of 2027. This same cohort of students had 41.8% of students in the High/Satisfactory Category in third grade. In fourth grade, that number dropped to 38.3% of students in the High/Satisfactory Category.

Goal #3 Action Steps

- We will continue the implementation of the MTSS framework for D5.
 - Professional Learning Communities (PLCs) are centered around common needs indicated by i-Ready analysis.
 - Targeted interventions are provided by the classroom teacher and supplemented by RTI and Special Education to promote individual student growth.
 - Teachers will utilize i-Ready My Path to differentiate during WIN time.
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File Upload (optional)
